Window Rock Unified School District #8
FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

Window Rock Unified School District (WRUSD) Evaluation System Goals:

- To enhance and improve student learning;
- To use the evaluation process and achievement data to drive professional development to enhance teaching, leadership, and student performance;
- To increase data-informed decision making for students and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all;
- To use the evaluation process and data to improve teacher and principal performance;
- To incorporate multiple measurements of achievement;
- To communicate clearly defined expectations;
- To reflect fairness, flexibility and a research-based approach;
- To create a culture where data drives instructional decisions.

The Purpose of WRUSD's Evaluation of Teacher and Principal Effectiveness:
1) Determine whether a teacher's students are meeting achievement growth expectations.
2) Determine the types of assistance and support a struggling teacher may need.
3) Gather information to determine what professional development opportunities are needed for individual teachers, instructional teams, grade-level teams, etc.
4) Gather information on a teacher's ability to work collaboratively with colleagues to evaluate needs of and determine appropriate instruction for at-risk or struggling students.
5) Determine how students and parents perceive a teacher's instructional efforts.

WRUSD's Definition of Effective Teachers:
An effective teacher has knowledge of the state standards, knows their subject they are teaching and monitors and adjusts their instruction of the objectives identified. An effective teacher is organized, well-prepared, designs lessons that meets the needs of all students and is a good classroom manager.   An effective teacher is professional, collaborates with their colleagues, wants to create a positive change, and continues to learn.   They know how to prioritize, reflect on their teaching, and put the needs of their students ahead of everything else. They create meaningful relationships, they inspire their students, they are passionate about teaching, and they focus on delivering quality instruction. An

effective teacher has high expectations of their students and understands what it takes to get students to that mastery level. An effective teacher focuses on teaching all students, uses differentiated instruction, makes learning relevant to students, and keeps the development of the whole child in mind. They create an environment conducive to learning, facilitate students in productive learning, encourage the success of ALL students and provide an opportunity for students to learn.

WRUSD's Definition of an Effective Principal:
An effective principal is a good communicator, listens and collaborates, demonstrates good human relations, and displays honesty and integrity. They support the vision and mission of the district and school and they adhere to this philosophy. They have an "open door policy", they work with ALL teachers and provide them with constructive criticism and they support and guide teachers. An effective principal is a problem solver, not a dictator. They know how to develop a good working relationship with teachers and parents and they respect teachers, parents and students. An effective principal is a good team leader, they have good foresight and they are energetic, dynamic and innovative. They collaborate, set goals, create plans, and inspire and encourage staff to meet those goals. An effective principal is visible, easily accessible, and monitors activities within the school. An effective principal acts in a timely manner, they are accountable and are data driven. An effective principal is knowledgeable about the latest educational trends, research, laws and policies and best practices that helps move the school forward. They lead by example in regard to workload and above all, they are motivating leaders.

Levels of Proficiency and the Weight of Each Measure:
Group" A" Teachers: Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standard and appropriate to individual teachers' content areas.

33%= Classroom Data   67%= Teaching Performance
    22%= AIMS/Stanford 10   50%= Teacher Evaluation/Observations
    11%= Quarterly Benchmark Assessments   10%=Artifacts (Lesson Plans, PD hours/Portfolio)
                                         7%= Student/Parent Surveys (Harvard Tripod)

Pie chart legend: Classroom-Level Data (33%), Teaching Performance (67%)

Group "B" Teachers: Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

33% = School Level Data
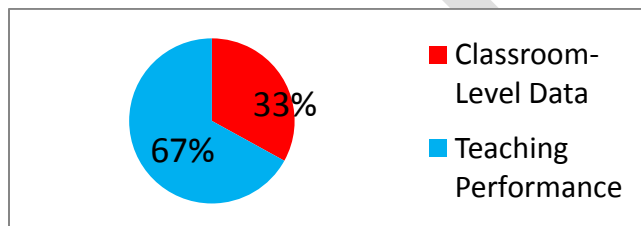
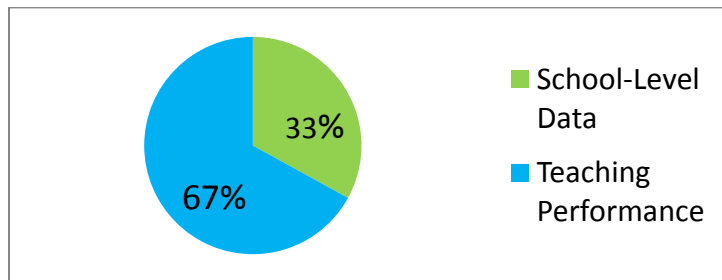   22%= AIMS/Stanford 10

    11%= Quarterly Benchmark Assessments

67%= Teaching Performance

    50%= Teacher Evaluation/Observations

    10%=Artifacts (Lesson Plans, PD hours/Portfolio)

    7%= Student/Parent Surveys (Harvard Tripod)

Principals

33%= School Level Data

    11%= AIMS/Stanford 10

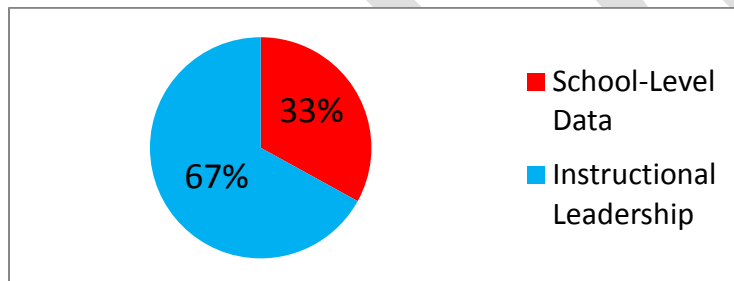   11%= AZ Learns Profile

    11%=Quarterly Benchmark Results

67% Instructional Leadership

    50%=Observations/Evaluations

    10%=Surveys

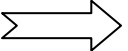   7%=Artifacts (Goal Setting, PD Portfolio, Implementation Checklist)

Data Sources:

Student Achievement Data Sources

Assessment Data Source	Methods	Criteria
AIMS Spring 2012	Movement on the FAME Scale	10% of students in each grade level will improve one FAME label. Each grade level will demonstrate an overall gain of 10% from the number of students meeting or exceeding the AIMS as compared to the previous year's score.
Stanford 10	Percentile scores	Less than 25% of the students tested in grades 2nd and 9th grades will fall below the 10 percentile range when compared to other students that have taken the assessment.
Quarterly Benchmark Assessments	Percentage Scores and/or Development Level Scores and/or Aggregate Multi-Test Scores	Students will demonstrate an average class percentage gain of 5% from the 1st benchmark to the 4th benchmark. 30% of students in each class or content area will demonstrate an increase in their development level scores from Benchmark #1 to Benchmark #4. 25% of the students in a class or content area will move one FAME level upward.
Teacher Evaluation/Observations	Dr. Marzano's Causal Teacher Evaluation Model • Four Observations per year • Rubric: -Beginning -Developing -Applying -Innovating	A teacher will demonstrate movement up one level in one domain.

Artifacts (Lesson Plans, PD Hours, Portfolios)-?	Dr. Marzano's Causal Teacher Evaluation Model • View a minimum of 3 recommended PD videos from Marzano's Video Library and develop a portfolio of how that video was integrated into teaching methods. Data Walks (?)	TBD
Student/Parent Surveys (Harvard Tripod)	Student Surveys Teacher Surveys Parent Surveys	TBD
Principal Evaluation/Observation	Dr. Marzano's School Leadership Model	TBD
AZ Learns Profiles	Arizona Department of Education Letter Grade	Each school will move up one full grade level
Leadership Artifacts • Goal Setting • PD Portfolio • Implementation Checklist	TBD	TBD

Plan/Guidelines for the selection of multiple measures including student measures in non-tested subjects:

Training Plan to build the capacity of system implementation

Cross Analysis of Current and Ideal Practices for the Improvement of Instruction through the Implementation of Arizona Framework for Measuring Educator Effectiveness	
Current Practices	**Ideal Practices**
1.0 Limited Post-Observation Feedback for Teachers and Principals.	1.0 Ongoing use of Quality Post-Observation Feedback, plus Use of Data and Assessment Analysis to drive Increased Student Academic Progress and Achievement.
2.0 One Summative Teacher and Principal Evaluation per year.	2.0 Multiple Formative and Summative Teacher and Principal evaluations per year.
3.0 No Evaluator Inter-Rater Reliability for Teacher and Principal Evaluations.	3.0 Qualified and Certified Evaluator Inter-Rater Reliability for Teachers and Principals.
4.0 Limited use of Student and Teacher National Standards for the design of Observation Rubrics.	4.0 Extensive use of National Student and Teacher Standards for the design of Observation Rubrics.
5.0 Little alignment of Teacher and Principal Observation Instruments to Student Academic Progress and Achievement (Product).	5.0 Alignment of Teacher and Principal Observation Instruments for Increasing Student Academic Progress and Achievement (Product).
6.0 Limited use of Performance Levels for Teacher and Principal Competencies.	6.0 Multi-Levels of Teacher and Principal Performance Competencies.
7.0 Compliance driven Annual Teacher and Principal Evaluations as a "Have To".	7.0 "Want To" conduct Annual Evaluations of Teachers and Principal for the purpose of Increasing Student Academic Progress and Achievement.
8.0 Use of Performance Improvement Plans (PIP) ONLY for Under-Performing Teachers and Principals.	8.0 Use of an Annual Educator's Goal(s) Plan for All Teachers and Principals resulting with Increased Student Academic Progress and Achievement.
9.0 Only Teachers are accountable for the Improvement of Student Achievement Progress and Achievement.	9.0 All Teachers and Principals are Accountable for Improvement of Student Academic Progress and Achievement.
10.0 Use of a "check-list" for Teacher and Principal Performance	10.0 Rubrics based on National Teacher, Principal and Student Standards with Indicators, Descriptors and Performance Levels are utilized.
11.0 Limited use of Teacher and Principal Evaluation Data to determine professional growth program for Increasing Student Academic Progress and Achievement.	11.0 Use of School and District Teacher and Principal Evaluation Data to determine allocation of staff; professional development; and resources for building capacities for Increasing Student Academic Progress and Achievement.

Process To Develop Teacher and Principal Evaluation Instruments

Window Rock Unified School District Teacher and Principal Performance Evaluation System Design Team

Statement of Role of the Evaluation Instrument Design Team: To develop recommendations to the Administration under the auspices of the Governing Board regarding the inclusion of at least 33% of the teacher and principal evaluation instruments to include student academic progress. All recommendations will be thoughtfully considered and researched by the appropriate individuals before finalizing any policy or procedure.

Purpose: To improve achievement of students in Window Rock Unified School District by implementing a teacher and principal evaluation instrument which ensures that student academic progress is a significant component of the performance evaluation of teachers and principals.

Strategic Communication Plan:

Window Rock Unified School District
Embracing Change for Student Learning - District Strategic Plan of Operation
2011-2012
"We Exist To Ensure Relevant Learning For All Students To Be Successful In A Multicultural Society"

Principle: Exemplary Staff Performance
Definition: Is a team approach taking pride and responsibility in setting and carrying out goals and expectations aimed at student learning and is self directed, respectful, and passionate in setting a climate to promote exemplary student performance measures and the Dine' values of life-long learning and the Dine' language.

Arizona Framework for Teacher Evaluation Committee

IMPLEMENTATION STEP	DATE COMPLETED/	RESPONSIBLE PARTY	TIME LINE	ANTICIPATED EXPENSE & FUNDING	PERFORMANCE MEASURE AND/OR EVALUATION

	PROGRESS				
Attend ADE Summit (Part of Research)	In Progress	Margaret Upshaw, Jeanna Dowse, Eric Lords, Erik Haarstad, Elvira Emerson, Audra Platero, Jesus Feliciano	November 13-14, 2011 February 26-27, 2011 April 29-30, 2011	$16,287	Certificates of Attendance
Survey Teachers/Principals Define Teacher Effectiveness, How to measure (Securing Stakeholder Investment)	1st Survey Completed	Margaret Upshaw Audra Platero	January 2012	No Cost	Survey Results
Present Framework to stakeholders (Securing Stakeholder Investment)	Completed	Margaret Upshaw, Jeanna Dowse, Eric Lords, Erik Haarstad, Elvira Emerson, Audra Platero, Jesus Feliciano	January 15, 2012	No Cost	Sign- In Sheets
Research Observation Protocol for teachers and principals.	In Progress	Jeanna Dowse, Erik Haarstad	November 2011-February 2012	No Cost	Reports Outline of Studies
Gather Data to be used as possible measurements for evaluation systems	In Progress	Margaret Upshaw, Jeanna Dowse, Eric Lords, Erik Haarstad, Elvira Emerson, Audra Platero, Jesus Feliciano.	November 2011-February 2012	No Cost	Reports Data Collected
Complete Self-Assessment	In Progress	Margaret Upshaw, Jeanna Dowse, Eric Lords, Erik Haarstad, Elvira Emerson, Audra Platero, Jesus Feliciano	Pre: November 13, 2011 Mid: February 2012 Post: June 2012	No Cost	Reports

Specify System Goals and Standards	In Progress	Margaret Upshaw, Jeanna Dowse, Eric Lords, Erik Haarstad, Elvira Emerson, Audra Platero, Jesus Feliciano.	January-March 2012	No Cost	Reports
Develop a Strategic Communication Plan	In Progress	Margaret Upshaw, Jeanna Dowse, Eric Lords, Erik Haarstad, Elvira Emerson, Audra Platero, Jesus Feliciano.	February-April 2012	No Cost	Reports
Select Evaluation Measures 1) Share two evaluation systems with teachers 2) Present two evaluation systems to teachers	In Progress	Margaret Upshaw, Jeanna Dowse, Eric Lords, Erik Haarstad, Elvira Emerson, Audra Platero, Jesus Feliciano.	1) March 4-5, 2012 2) Week of March 19, 2012 3) Week of April 23, 2012 (TDB, Sawmill, Scout's Academy, WRES)	Printing Cost	Reports, Sign in Sheets
Group B Teacher Assessments: 1) Meet with teachers 2) Design assessment	In Progress	Margaret Upshaw, Jeanna Dowse, Eric Lords, Erik Haarstad, Elvira Emerson, Audra Platero, Jesus Feliciano	March 1-input from teachers informally Week of March 19	No Cost	Sign in Sheets
Meet as a Design Team (monitor progress-implementation steps)	In Progress	Margaret Upshaw, Jeanna Dowse, Eric Lords, Erik Haarstad, Elvira Emerson, Audra Platero, Jesus Feliciano.	Bi-monthly	No Cost	Sign in Sheets

Support Team	Primary Responsible Team Member	OTHER CONSIDERATIONS
Margaret Upshaw, Jesus Feliciano, Audra Platero, Jeanna Dowse, Eric Lords, Erik Haarstad, Elvira Emerson	Margaret Upshaw	

3/1/2012